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ABSTRACT

An evaluation project determined the effectiveness of the Job Training Partnership Act (JTPA) 8 percent programs operated during the 1987-88 school year in North Carolina. Data were reported by 19 JTPA 8 percent program sites. Five different JTPA project activities were evaluated: Extended School Day (ESD), Pre-Employment Skills Training, School-to-Work, Transition, Principles of Technology, and Assessment/Testing. The 776 participants were 9th to 12th-grade students. Approximately 43 percent were female and 57 percent were male. The ethnic composition of the group was 48 percent Black, 42 percent White, and less than 10 percent American Indian. An analysis of predetermined performance objectives indicated that 93 percent of ESD students passed the North Carolina Competency Test, 77 percent of the ESD students passed four or more academic credits required for graduation, 44 percent of ESD students and 68 percent of School-to-Work Transition program students were placed in unsubsidized employment, 100 percent of the School-to-Work Transition students satisfactorily completed the program, 85 percent of the Principles of Technology students satisfactorily completed the program, 82 students were enrolled in the Assessment/Testing program, and 82 percent of the Pre-Employment Skills Training program students satisfactorily completed the course. (YLB)

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JTPA 8% EVALUATION REPORT

INTRODUCTION

The purpose of this report is to determine the effectiveness of the JTPA 8% programs operated during the 1987-88 school year and thereby improve the program quality through more effective management and planning. This report includes data reported by nineteen JTPA 8% program sites and reflects five different JTPA project activities. These programs, along with the spring start-up programs, served 1,015 students with a total expenditure of $1,010,663. This amount represents a per-pupil cost of $996.

The following school systems operated JTPA 8% programs during FY 87-88 and provided summary data for this evaluation report: Alamance County, Bladen County, Burke County, Catawba County, Columbus County, Davidson County, Graham County, Halifax County, Haywood County, Hickory City, Kings Mountain City, Lexington City, Mooresville City, Robeson County, Rocky Mount City, Sampson County, Statesville City, Washington City, and Dobbs School-Division of Youth Services.

EVALUATION DESIGN

This evaluation of the JTPA 8% programs is based on data obtained from the local education agencies (LEAs) which operated programs during the 1987-88 school year. In the fall of 1987, LEAs were given an evaluation packet consisting of data collection forms with instructions and were requested to provide the following information to the state agency:

1) a written list of performance objectives for each program on or before October 15, 1987;
2) a completed data collection form consisting of demographic data and services and training provided in each program on or before June 15, 1988; and
3) a summary statement explaining how well each of the predetermined performance objectives was met on or before June 15, 1988.

A total of nineteen LEAs provided the data. Twelve of these LEAs operated Extended School Day programs, three operated Pre-employment Skills Training programs, two operated School-to-Work Transition programs, one operated a Principles of Technology program, and one operated an Assessment/Testing program. Four of the LEAs also operated work experience programs. Greensboro City, Alamance County, and Hertford County did not provide data for this report.

A total of 1,015 students were officially enrolled in JTPA programs during the 1987-88 school year. However, only 776 students of the total enrollment are included in this report. Carry-over programs that began in the spring and the three LEAs not submitting evaluation reports account for the differences.

PROGRAM DESCRIPTIONS

Extended School Day (ESD)

The JTPA Extended School Day program is an extension of the regular public school schedule and is designed to serve the needs of the economically disadvantaged student dropout, 16-21 years old. For a variety of economic, psychological, and academic reasons, these students often cannot respond in a positive way to conventional school schedules and programs. Consequently, most of the Extended School Day programs are operated in an unconventional manner. Classes are conducted during the late afternoon, at the conclusion of the regular school day, or at night, thus accommodating economically disadvantaged students who normally work during regular school hours. The JTPA Extended School Day program provides flexible hours of operation and offers students an opportunity to work and earn a high school diploma.

The curriculum is flexible and reflects the needs of the students while meeting the state and locally determined general education diploma and basic education competency requirements. Academic courses such as math, history, English, and biology, and vocational education courses such as Diversified Cooperative Training (DCT), are examples of the course offerings.

Learning centers operated in most of the ESD programs complement student instruction by making available up-to-date, relevant career occupational information, vocational exploration materials, and local job and labor market information.

Student services in the ESD program include job search assistance, job counseling, remedial education and basic skills training, job seeking/keeping skills training, work experiences, job development, and follow-up services. Assessment, testing, and counseling are other services that provide student evaluative data and assist in setting realistic and attainable education/employability goals.

Pre-employment Skills Training (H-18)

The JTPA Pre-employment Skills Training program is designed to prepare JTPA-eligible youth, 14-21 years old, for the world of work. Priority for enrollment into the program is given to those students who do not meet established levels of academic achievement and who plan to enter the full-time labor market upon leaving school.

The Pre-employment Skills Training program provides up to 200 hours of instruction and activities in the following areas:

- Assessment and testing,
- Career and personal counseling,
- Occupational career and vocational exploration,
- Job search assistance,
- Job holding and survival skills,
- Basic life skills training,

- Remedial education,
- Labor market information, and
- Job seeking skills training.

Entry and Tryout Work Experience programs require students to have a minimum of 50 hours of Pre-employment Skills Training or its equivalent before being enrolled in these work experience programs.

School-to-Work Transition (H-19)

The JTPA School-To-Work Transition program is designed to assist JTPA-eligible youth, 16-21 years old, who are high school seniors and/or dropouts planning to enter the full-time labor market upon graduation, in making the transition from school to work. The services and training provided in this program include the following:

- Career and personal counseling,
- Remedial education,
- Pre-employment skills,
- Occupational information,
- Job search assistance,
- Job placement,
- Referral services, and
- Follow-up services.

Principles of Technology (A-07)

The Principles of Technology program is designed to instruct and train eligible JTPA youth, 16-21 years old, in technical skills that will assist them in assuming entry level positions in technically oriented industries and/or securing additional instruction and training in post-secondary institutions. This program is usually a two-year course which contains both academic instruction and hands-on laboratory experiences. The course of study is presented in 14 units. Each unit presents one technical principle as it applies to the four energy systems. Instruction includes the use of textbooks, videotapes, math practice

labs, and hands-on laboratory experiences which help students understand and apply the mechanical, fluid, electrical, and thermal principles on which modern equipment operates. The curriculum is flexible and provides for the individual needs of students. It also meets local industry needs and training requirements. The program includes assessment, testing, and counseling services for participants.

Assessment/Testing

The JTPA Assessment/Testing program is designed to provide assessment and testing services which will assist eligible JTPA youth, 16-21 years old, in obtaining maximum employment opportunities in unsubsidized employment. Individual testing/assessment and counseling sessions are conducted to determine the academic and employability strengths and weaknesses of the participants. This evaluative data assists the participants in setting realistic education/employability goals and gives direction for additional JTPA training.

Work Experience

JTPA-eligible youth, 16-21 years old, may be placed in work experience activities. They are permitted to work only 20 hours per week while enrolled in school. Participants receive compensation in lieu of wages which may not be less than the federal minimum wage. These subsidized work experience programs are operated as independent activities or in conjunction with other program activities. Participants in Entry Employment and Regular Work Experience Activities are usually placed in public sector jobs while Tryout Employment participants are usually placed in private sector jobs.

ELIGIBILITY REQUIREMENTS

The 776 participants from the nineteen school programs operated during the 1987-88 school year were ninth-, tenth-, eleventh-, and twelfth-grade students. These students met the JTPA economically disadvantaged income level eligibility requirement listed in Table 1 and were eligible to receive JTPA services.

Table 1

ADJUSTED INCOME CHART IDENTIFYING THE HIGHER OF THE POVERTY LEVEL GUIDELINES AND THE LOWER LIVING STANDARD INCOME LEVEL INCLUDING METRO AND NON-METRO JTPA ECONOMICALLY DISADVANTAGED INCOME LEVELS

Adjustments for Family Size Differences

(Chart Reflects 6 Months Income)

Family Size

	1	2	3	4	5	6	7	8	For each additional family member add
Metro	2,750**	3,700**	4,890*	6,040*	7,125*	8,335*	9,545*	10,755*	1,120*
Non-Metro	2,750**	3,700**	4,650**	5,685**	6,710*	7,845*	8,980*	10,115*	1,135*

* Dollar amounts on chart represent 70% of the lower Living Standard Income for the indicated family size, except as indicated by double asterisks.

** Poverty level index for indicated family size.

Metropolitan Counties

Alamance County
Alexander County
Buncombe County
Burke County
Cabarrus County
Caldwell County
Catawba County
Cumberland County
Davidson County
Davie County
Franklin County
Forsyth County
Gaston County
Guilford County
Iredell County
Johnston County
Lincoln County
Mecklenburg County
New Hanover County
Onslow County
Orange County
Randolph County
Rowan County
Stanly County
Stokes County
Surry County
Union County
Wake County
Yadkin County

DESCRIPTIONS OF STUDENTS

Table 2 provides demographic data on the 776 reported participating students. These data reveal that approximately 43 percent of the students enrolled were female and 57 percent were male. Data also show the ethnic composition of the group to be 48 percent black, 42 percent white, and less than 10 percent American Indian.

The age distribution of the group reveals that 13 percent were 14 and 15 years old; 64 percent were 16-17 years old; 16 percent were 18-19 years old, and 7 percent were 20-21 years old. Figures 1, 2, and 3 are graphic descriptions by gender, race, and age of the demographic data presented in Table 2.

Table 2

Number and Percent of Students
By Gender, Race, and Age

STUDENTS	SEX		RACE			AGE			
	Male	Female	White	Black	American Indian/ Hispanic	14-15	16-17	18-19	20-21
Number	443	333	329	368	79	102	493	125	56
Percent	57%	43%	42%	48%	10%	13%	64%	16%	7%

Figure 1

Students by Gender

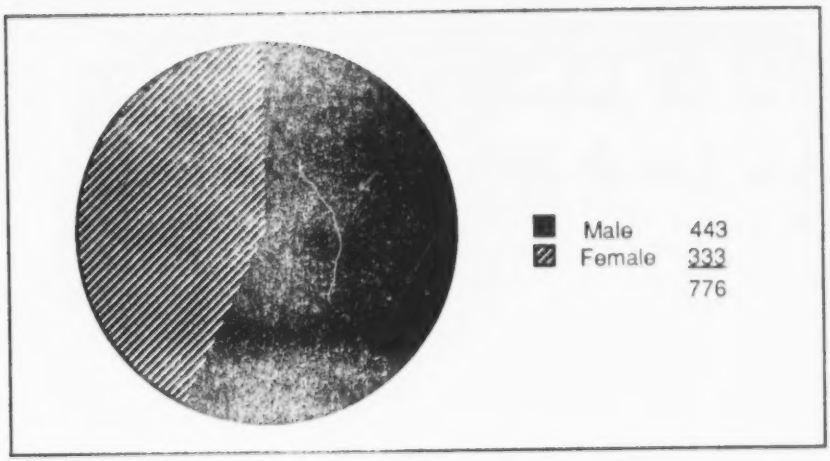


Figure 2

Students by Race

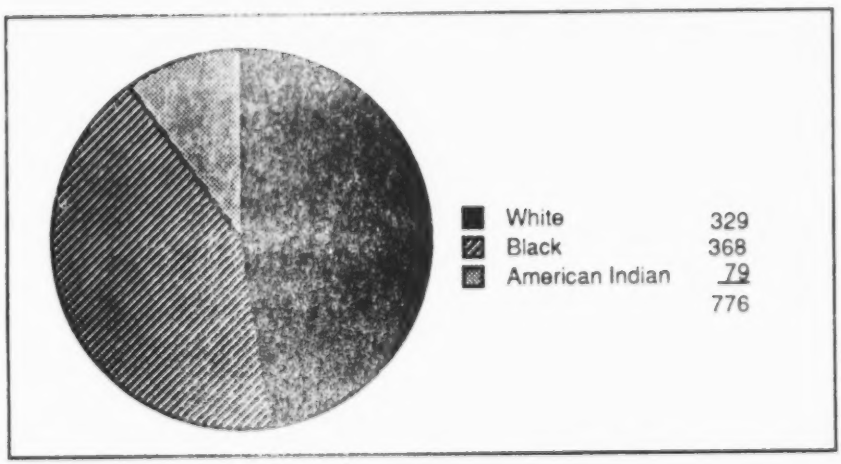
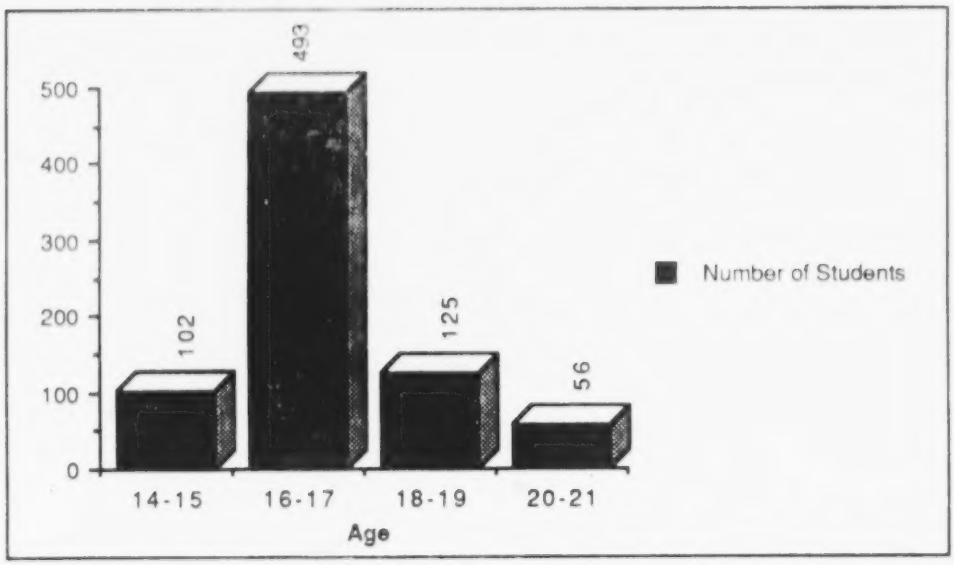


Figure 3

Students by Age



ANALYSIS OF THE SERVICES AND TRAINING

The participants served in JTPA programs come from a variety of backgrounds, experiences and circumstances. They often have unique individual economic, psychological, or academic needs. One common factor shared by all JTPA program participants is their low economic income level. These unique and individual needs were recognized by the LEAs, and appropriate JTPA services and training were provided in order to maximize individual student learning.

Table 3 shows the types of services and training provided during the 1987-88 school year and the number of participants referred.

Table 3

PARTICIPANT SERVICES AND TRAINING

Referrals

Services	No. of Participants
Supportive services (all types)	474
Entering some form of education	406
Job openings, job possibilities	437
Placement in other JTPA programs	254
Other services	152

Skills Training

Training	No. of Participants
Remedial education skills development, tutoring	398
Employability skills training (specific skills)	469
Career awareness training, exposure information	536
Job skills (general or specific; informal apprenticeship; exposure to skills needed)	95

Counseling

Services	No. of Participants
Personal/social problems, make choices	684
Educational (academic, schools, or other) educational opportunities)	612
Career, vocational, career planning	624

Placement

Services	No. of Participants
School or other education setting	310
Permanent, long-term employment	136
Subsidized employment (other JTPA)	60
Upgraded job for employment or recently unemployed client	56

Follow-up

Services	No. of Participants
Referrals	527
School, education placements	327
Solution of problems, needs	436
Employment placements	285

Other Services

Services	No. of Participants
Transportation	259
Contact with parents	500
Financial aid, scholarships	69
Assessment: needs, skills, interests, strengths	657
Specific help: social security number, license, job applications, etc.	431
Crisis intervention (drugs, law, family upset, etc.)	280

PERFORMANCE OBJECTIVES DESIGN AND FINDINGS

Early in the fall of 1987 each LEA operating a JTPA 8% program was required to prepare a predetermined list of specific program performance objectives and submit them to DPI. Each objective was expected to define what was to be accomplished during the program year, to explain how the predicted outcomes were to be accomplished, to set expected proficiency levels, and to describe the method to be used to measure how well the outcomes had been achieved.

Approximately 150 performance objectives perceived as important by the local project coordinators were submitted to the state agency. These objectives varied greatly in scope and content. Some objectives described specific program outcomes and contained all the elements required for well-stated objectives. Others were non-specific, poorly stated, and consequently could not be included in this report. The predetermined objectives used in this report are examples of the best objectives submitted by the LEAs in their fall report.

The following is an analysis of selected predetermined performance objectives submitted by the LEAs operating JTPA 8% programs during the 1987-88 school year. Each program is represented by one or more objectives. The method used for data collection and the findings for each objective are also presented.

Objective 1:

Ninety percent of the students enrolled in the JTPA 8% Extended School Day program during the 1987-88 school year and who take the N.C. Competency Test will make a passing score on all parts as measured by the N.C. Competency Test administered in February and May.

Data Collection:

Students in the public schools of North Carolina are required to pass all four parts of the N.C. Competency Test before receiving a high school diploma. The tests are administered in February to all tenth grade students. Juniors and seniors who have not previously made a passing score may take the test in May. Competency Test scores are a

The Extended School Day coordinators reported the number of students who took the N.C. Competency Test and the number of students who passed and failed the test. Three school systems reported this data.

Findings:

Eighty-six (86) of the 92 students who took the N.C. Competency Test made a passing score on all four parts of the test. This 93 percent passing rate exceeds the predetermined performance objective.

Objective 2:

Seventy-five percent of the students enrolled in the JTPA 8% Extended School Day program during the 1987-88 school year will earn four or more academic credits (units) required for graduation as certified by the program coordinator.

Data Collection:

The Extended Day School coordinators certified the credits earned by each student enrolled in their respective programs. The number of credits earned by each student was reported as a program outcome in the annual report submitted at the end of the school year. Four school systems reported this data.

Findings:

Eighty-three (83) out of 108 ESD students passed four or more academic credits (units) required for graduation. This 77 percent passing rate exceeds the predetermined objective.

Objective 3:

Fifty percent of the students enrolled in the JTPA 8% Extended School Day program during the 1987-88 school year will be placed in unsubsidized employment as certified by the program coordinator.

Data Collection:

The Extended School Day coordinators certified the placement of students in unsubsidized employment using student employment and work records. Four school systems reported this data.

Findings:

Fifty-nine (59) out of 133 ESD students were placed in unsubsidized employment. This 44 percent employment rate does not meet the predetermined performance objective.

Objective 4:

Forty percent of the students enrolled in the JTPA 8% School-to-Work Transition program during the 1987-88 school year will be placed in unsubsidized employment as certified by the program coordinator.

Data Collection:

The School-to-Work Transition coordinators certified the placement of stucents in unsubsidized employment using student employment and work records. Two school systems reported this data.

Findings:

Eighty (80) out of the 117 students enrolled in the School-to-Work Transition program were placed in unsubsidized employment. This 68 percent employment rate exceeds the predetermined performance objective.

Objective 5:

Eighty-five percent of the students enrolled in the JTPA 8% School-to-Work Transition program during the 1987-88 school year will satisfactorily complete the locally-designed School-to-Work course of study as certified by the program coordinator.

Data Collection:

The School-to-Work Transition coordinator certified the satisfactory completion of the course of study using individual student records. One school reported this data.

Findings:

Eighty (80) students out of the 80 students enrolled in the School-to-Work Transition program satisfactorily completed the locally designed course of study. This 100% completion rate exceeds the predetermined performance objective.

Objective 6:

Eighty-five percent of the students enrolled in the JTPA 8% Principles of Technology program during the 1987-88 school year will satisfactorily complete the prescribed Principles of Technology course of study as certified by the program coordinator.

Data Collection:

The Principles of Technology coordinator certified the satisfactory completion of the course of study using individual student records. One school reported this data.

Findings:

Seventeen (17) out of 20 students in the Principles of Technology program satisfactorily completed the prescribed course of study. This 85% completion rate meets the predetermined performance objective.

Objective 7:

Eighty (80) JTPA eligible students will be identified, recruited, and enrolled in the Assessment/Testing Program during the 1987-88 school year. Participants will receive assessment/testing services and will be referred to other appropriate JTPA programs as certified by the program coordinator.

Data Collection:

The Assessment/Testing coordinator certified that assessment/testing services were provided to JTPA eligible students. Individual student records validated this data which was reported by one school.

Findings:

Eighty-two (82) students were enrolled in the JTPA 8% Assessment/Testing program during 1987-88 school year and received assessment/testing services. This represents more than 100% and exceeds the predetermined performance objective.

Objective 8:

Ninety (90) percent of the students enrolled in the JTPA 8% Pre-employment Skills Training program during the 1987-88 school year will satisfactorily complete the locally designed Pre-employment Skills Training course of study as certified by the program coordinator.

Data Collection:

The Pre-employment Skills Training coordinators certified the satisfactory completion of the course of study. Individual student records validated this data which was reported by three schools.

Findings:

One hundred eighteen (118) students out of 144 students enrolled in the Pre-employment Skills Training program were certified as having satisfactorily completed the

locally prescribed course of study. This 82% completion rate does not meet the predetermined performance objective.

CONCLUSIONS

This evaluation addresses two items: 1) participant services and training provided in the 8% JTPA programs, and 2) specific predetermined performance objectives related to the effectiveness of program operation. The conclusions are based upon the findings stated in preceding sections of this report and are drawn with consideration given to data limitations noted previously.

I. Participant Services and Training

1) The type and extent of referral services

It is concluded that the referral services provided most frequently to JTPA participants were to: supportive services, educational programs, and job openings.

2) Participant skill training needs

It is concluded that career awareness and employability skills training were the two greatest skill training needs of JTPA participants.

3) The type and extent of counseling services

It is concluded that JTPA participants use counseling services more frequently than any other service. Counseling sessions focus on personal-social problems and on educational and career/vocational planning.

4) The extent of placement services

It is concluded that placement services are the least used service provided in the JTPA programs. Educational and long-term employment placement are the two placement services used most frequently by JTPA participants.

5) The extent of follow-up services

It is concluded that follow-up services are provided to JTPA participants most often in the following areas: referrals to service agencies, referrals to other services leading to the solution of personal problems, and educational placements.

6) The type and extent of additional services

It is concluded that individual participant assessment, contact with parents, and specific help with job related issues were the most frequently used types of service. Crisis intervention and transportation were less frequently used services.

II. Performance Objectives

Objective 1:

Objective 1 states that 90 percent of the student enrolled in the JTPA 8% Extended School Day program during the 1987-88 school year and who take the N.C. Competency Test will make a passing score on all parts as measured by the N.C. Competency Test administered in February and May.

The basis for determining the extent to which this objective was obtained was the result of the actual test administered in February and in May.

The reported findings indicate that 86 of the 92 students made a passing score on all four parts of the test. This is a 93 percent passing rate, and it can be concluded that Objective 1 was attained.

Objective 2:

Objective 2 states that 75 percent of the students enrolled in the JTPA 8% Extended School Day program during the 1987-88 school year will earn four or more academic credits (units) required for graduation as certified by the program coordinator.

The reported findings indicate that 83 out of 108 ESD students passed four or more academic credits (units) required for graduation. This 77 percent passing rate exceeds the

predetermined objective rate of 75 percent, and it can be concluded that Objective 2 was attained.

Objective 3:

Objective 3 states that 50 percent of the students enrolled in the JTPA 8% ESD program during the 1987-88 school year will be placed in unsubsidized employment as certified by the program coordinator.

The reported findings indicate that 59 out of 133 ESD students were placed in unsubsidized employment. This 44 percent rate does not meet the predetermined rate of 50 percent. It can be concluded that Objective 3 was not attained.

Objective 4:

Objective 4 states that 40 percent of the students enrolled in the JTPA 8% School-to-Work Transition program during the 1987-88 school year will be placed in unsubsidized employment as certified by the program coordinator.

The reported findings show that 80 out of 117 students enrolled in the program were placed in unsubsidized employment. This 68 percent placement exceeds the predetermined objective rate of forty percent, and it can be concluded that Objective 4 was attained.

Objective 5:

Objective 5 states that 85 percent of the students enrolled in the JTPA 8% School-to-Work Transition program during the 1987-88 school year will satisfactorily complete the locally-designed school-to-work course of study as certified by the program

The reported findings indicate that 80 students out of 80 students enrolled in the School-to-Work Transition program satisfactorily completed the locally-designed course of study. This 100% completion rate exceeds the predetermined 85% rate, and it can be concluded that Objective 5 was attained.

Objective 6:

Objective 6 states that 85 percent of the students enrolled in the JTPA 8% Principles of Technology program during the 1987-88 school year will satisfactorily complete the prescribed course of study as certified by the program coordinator.

The reported findings show that 17 out of 20 students satisfactorily completed the prescribed course of study. This 85% completion rate meets the predetermined performance objective, and it can be concluded that Objective 6 was attained.

Objective 7:

Objective 7 states that 80 JTPA-eligible students will be identified, recruited, and enrolled in the Assessment/Testing program during the 1987-88 school year. Participants will receive assessment/testing services and will be referred to other appropriate JTPA programs as certified by the program coordinator.

The reported findings indicate that 82 students were enrolled in the Assessment/Testing program during the 1987-88 school year and received assessment/testing services. This figure represents more than 100% and exceeds the predetermined performance objective. It can be concluded that Objective 7 was attained.

Objective 8:

Objective 8 states that 90 percent of the students enrolled in the JTPA 8% Pre-employment Skills Training Program during the 1987-88 school year will satisfactorily complete the locally-designed skills training course of study as certified by the program coordinator.

The reported findings show that 118 of 144 students enrolled in the Pre-employment Skills Training program were certified as having satisfactorily completed the locally-prescribed course of study. This 82 percent completion rate does not meet the predetermined performance rate of 90%. It can be concluded that Objective 8 was not attained.

SUMMARY OF CONCLUSIONS

The findings of the evaluation during the 1987-88 school year of the JTPA 8% programs warrant these conclusions:

1) Student services and training provided in the JTPA 8% programs were directly related to improving the employability potential of students.

2) Students in the JTPA 8% programs used counseling services more frequently than other JTPA services.

3) Students in the JTPA 8% programs used job placement services less frequently than other JTPA services.

4) Six of the eight predetermined performance objectives were attained during the 1987-88 school year.

5) Students in the JTPA 8% Extended School Day programs made a higher average passing rate on the N.C. Competency Test than the statewide student average passing rate.

6) Three out of four Extended School Day students earned four or more academic credits during the 1987-88 school year.

7) Seven (7) out of 10 students enrolled in the School-to-Work Transition programs were placed in unsubsidized employment.

8) Students enrolled in the School-to-Work Transition and the Principles of Technology programs satisfactorily completed the locally-prescribed course of study.

RECOMMENDATIONS

The procedure used by the State for evaluating JTPA 8% programs should be changed to include common measurable performance objectives for each program. These objectives would then provide data that could be summarized at the state level and would present a better picture of individual program performance.